

## EY 2: The Consequences of a Particular Unwanted Behaviour

by Yudexy Leonart

<b>Tool(s) used:</b>	Sustainability Compass
<b>Purpose of using tool:</b>	<ul style="list-style-type: none"> <li>• Guiding Discussion</li> </ul> <p><b>Overview:</b> It helped guiding the discussion and provided a wider perspective when talking about the consequences of a particular unwanted behaviour.</p>
<b>Context of lesson/case study:</b>	Early Years 2 class
<b>Participants (# and description):</b>	7 students Early Years 2 class (4 years old)
<b>Topic, Theme, or Key Understanding of unit/project:</b>	<p>Topic: Markers left uncapped on a regular basis resulted in markers drying out</p> <p><b>Early learning goal – managing feelings and behaviour</b></p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>
<b>Length of unit/project:</b>	Approximately 3 weeks
<b>Resources/materials &amp; setting required:</b>	<ul style="list-style-type: none"> <li>• Compass tool adapted for Early Years, construction paper, pictures, marker</li> <li>• Group discussion</li> </ul>
<p><b>Lesson Plan/Description of the Project:</b></p> <p>Lesson Plan/Description of the project:</p> <p>The reason behind this project was that markers being left uncapped became a recurrent issue in our class. Our students use board markers to make marks, draw and scribble. Writing is very popular since we have several laminated resources that can be reused such as menus for the restaurant, passports to role-play at the airport centre, numbers to trace, among others. Every single day several markers were found uncapped and as a result, most of them dried. The teachers have regularly explained to the class how markers were useless that way and have asked students politely to put the caps back every time they finish using the markers. There was not much improvement seen, though.</p> <p>After taking the Systems Thinking and Sustainability course we decided to use the Compass tool to address this issue. Before starting this project I looked for child-friendly pictures that could substitute the four words of the Compass tool so our young students could understand the meaning of each of them. As shown in the evidence Nature had pictures of plants and animals; Economy had pictures of students producing pieces of work; Society had family and friends and Well Being, a happy face.</p> <p>I also brought a Compass toy to show my students how it guides our way when we are lost or want to follow the right direction, by pointing out the four Compass points. After that, I explained that we were going to have a poster of the Compass system to guide our discussion about the markers. With some help, the students started talking about the repercussions of letting the markers dry out. They mentioned they will be deprived from having pieces of art to take home and having the choice to use markers during playtime. Our students also noted the need for more ink to refill markers again, among others. Once the</p>	

class realised that the consequences were bigger than they first thought they felt really upset. At the end, they expressed their commitment to take better care of our class resources.

Now, every time they finish using the markers they approach a teacher or friend to show them how the markers click when capped properly!

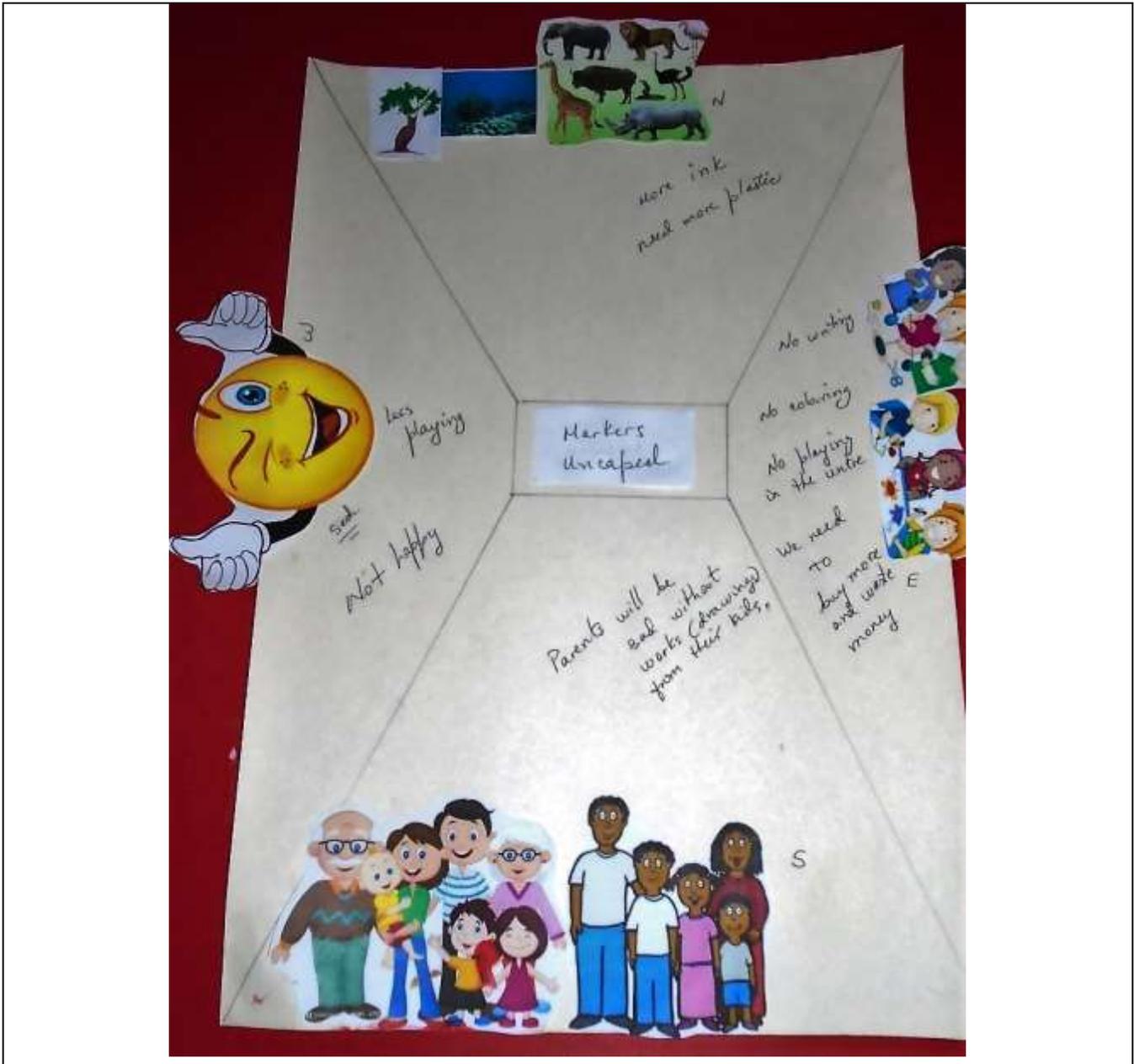
**Teaching tips/ideas:**

Pointing out initial sound of the real Compass Points(N, S W, E) and the initial sound of the words used for this tool (Nature, Society, Wellbeing, Economy) so they understand, at their age level, why we are using this areas for discussion.

Having a real compass really helped them understand the activity. It worked well as a starting point. opportunities for children's own life experiences

**Evidence and Resources:**





## Reflection

### Plusses:

- Students understood that their actions have wider and deeper implications.
- They were engaged in discussion.
- They made connections with other issues at school and at home (paint poured on trays and left unused, markers misplaced/uncapped).
- All students expressed their commitment to take care of our class resources.

### Challenges:

Since the students were very young it was challenging both to make them see everything as a system, not in isolation and to keep them on target. At this age, they tend to make comments that are not related to the subject but that are important for them. Another challenge was to link our issue to Nature. In order to do that we had to describe the markers, explain materials used to make them and where these materials come from.

**Suggestions for other practitioners and educators:**

We have used the Compass tool to address other issues and it has proved to be a valuable instrument to develop students thinking and dispositions as well as to establish a “thinking routine” that will hopefully help them reflect systematically. I think our goal as educators should be to provide a variety of opportunities for students to reflect and analyse their thoughts using this Compass format. Basically, they will be learning to identify everything that might influence a problem/situation/issue to make decisions accordingly.

*Case study submitted by: Yudexy Lleonart, 2017, while serving as Early Years Teacher at International School of Havana, Cuba*

